

FUN AND FUNDS

*A Magazine of Entertainment
for Pleasure and Profit*

for
SCHOOL ORGANIZATIONS

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SEPTEMBER, 1929

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Published by
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TOPEKA, KANSAS



(Cover in two colors)

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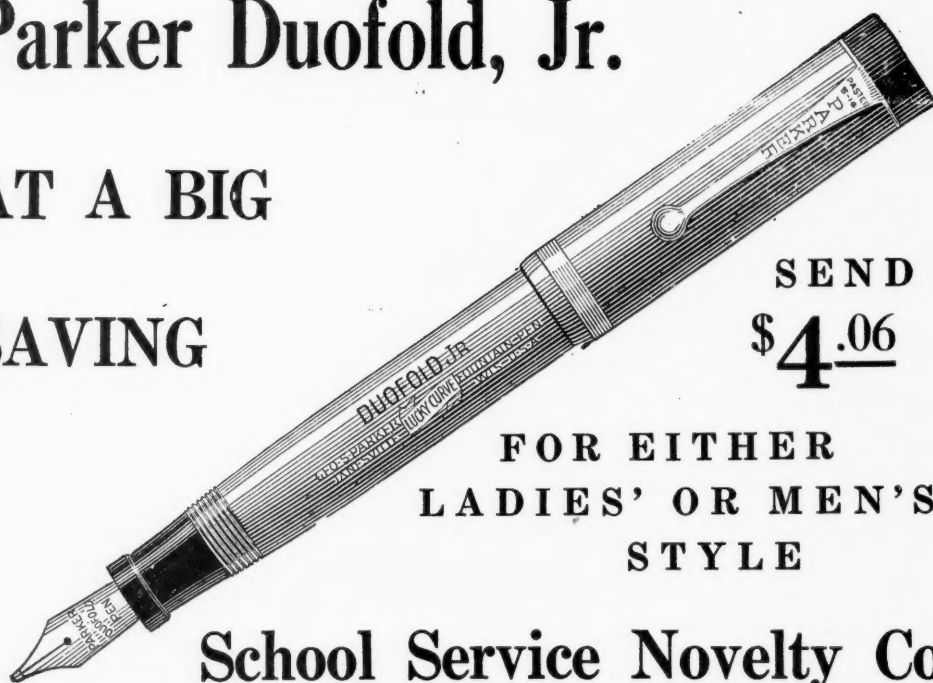
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VOL. I, NO. 1

SEPTEMBER, 1929

FUN AND FUNDS

A MAGAZINE OF ENTERTAINMENT FOR PLEASURE AND PROFIT

Published bi-monthly during the school term

by

FUN AND FUNDS

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EVERYBODY WANTS FUN AND FUNDS

Hope of happiness, comfort, satisfaction, joy, or amusement is the force behind the activity we see all about us. The passing motorist hastens by with his mind bent on some thrill to come at the end of his journey. The merchant buys and sells, buoyed up by anticipation of some enjoyment which his work promises him. The laborer can endure easily some undignified task, for he is free to dream of what he may do with his weekly pay check or of how he may spend some leisure hours to come. The school child works or plays accordingly as his training and experience promise him a good time in some not-too-distant future. Everyone is convinced that he owes himself a good time.

But a good time costs money. It is true that beyond a point the pleasure realized is not proportional to the amount of money spent, but somewhere incident to a pleasure trip, a social evening, or even a day off there is a matter of expense. Under our present system of economic nicety almost everything that has a value has a price—often too high but always just what pleasure seeking people will pay.

With human nature so insistent upon pleasure, it becomes the problem of any group to show its members a good time. They must have fun or a promise of fun that shows signs of materializing. What is more, they must have funds, for with home-made fun as with home-made garments the materials must be bought. They must have funds, and leaders agree that assessment of members is a problem, not a solution.

Yet group leaders have a double opportunity to meet the good-time demands of the group members. Raising funds can be fun itself—fun with a training value and a lasting thrill. A school group working together on an entertainment feature has a good time, creates good will among its friends and acquaintances, and makes money with which to have other good times and with which to promote other worthy group enterprises.

It is the purpose of FUN AND FUNDS to have an important part in helping to give the young people of our nation a wholesome and profitable good time.

OUR TASK

Wholesome amusement for the youth of our nation is a crying need. Among the duties which are devolving more and more specifically upon our high schools is that of developing in our boys and girls the art of having the right kind of a good time. The poem given below expresses the attitude of Fun and Funds toward the task it desires to share with the high school teachers of America.

A Fence or an Ambulance

'Twas a dangerous cliff, as they freely confessed,

Though to walk near its crest was so pleasant,

But over its terrible edge there had slipped
A duke and full many a peasant;

So the people said something would have to be done,

But their projects did not at all tally,
Some said, "Put a fence 'round the edge
of the cliff,"

Some, "An ambulance down in the valley."

But the cry for the ambulance carried the day,

For it spread through the neighboring city;

A fence may be useful or not, it is true,
But each heart becomes brimful of pity
For those who slipped over that dangerous cliff;

And the dwellers in highway and alley
Gave pounds or gave pence, not to put up
a fence,

But an ambulance down in the valley.

"For the cliff is all right if you're careful,"
they said,

"And if folks even slip and are dropping,
It isn't the slipping that hurts them so much

As the shock down below when they're
stopping;"

So, day after day, as these mishaps occurred,

Quick forth would these rescuers sally,
To pick up the victims who fell off the cliff
With their ambulance down in the valley.

Then an old sage remarked, "It's a marvel
to me

That people give far more attention
To repairing results than to stopping the cause

When they'd much better aim at preventing.

Let us stop at its source all this mischief,"
cried he,

"Come neighbors and friends, let us rally;

If the cliff we will fence, we might almost dispense

With the ambulance down in the valley."

"Oh, he's a fanatic," the others rejoined;
Dispense with the ambulance? Never!
He'd dispense with all charities, too, if he could;

No, no! We'll support them forever!
Aren't we picking folks up just as fast as they fall?

And shall this man dictate to us? Shall he?

Why would people of sense stop to put up
a fence

While the ambulance works in the valley?"

But a sensible few, who are practical, too,
Will not bear with such nonsense much longer;

They believe that prevention is better than cure,

And their party will soon be the stronger.

Encourage them, then, with your purse,
voice, and pen,

And, while other philanthropists dally,
They will scorn all pretense and put a stout fence

On the cliff that hangs over the valley.

Better guide well the young than reclaim them when old,

For the voice of True Wisdom is calling;
"To rescue the fallen is good, but 'tis best
To prevent other people from falling.

Better close up the source of temptation and crime

Than deliver from dungeon or galley;
Better put a strong fence 'round the top
of the cliff,

Than an ambulance down in the valley."
—Anon.

— o —

Send your subscription now. Don't miss the next number with its new ideas for Hallowe'en.

DOES YOUR UNIVERSITY OFFER A
LOAN SERVICE?

Most state universities make loans of entertainment material through their extension divisions. Requests for material for examination can be granted at this season. Many schools that wait until later in the year will be disappointed.

WHOM WILL YOU HAVE FOR PRESIDENT?

Whom will you have for president? Whom for vice president? Secretary? Treasurer?

Thousands of times will these questions be asked of school groups in September. Thousands of officers will be elected. Thousands of organizations will be off from a new start. Many are without written constitutions, some are without expressed purposes, but all have officers.

And so, Whom will you have for president? A million young people of our nation will be asked that question this month, some more than once.

Will they decide that question wisely? Will their answers make their elections beginnings of a successful year? Will common interests be furthered? Will groups be more firmly bound together?

Well, that depends. If the members have in mind a clear idea of the object and purposes of the organization and if they have given previous thought to the matter of who would serve the group best as officers, then the election will be the beginning of a promising new year.

If, on the other hand, members come to the election without thought of the purpose of the organization, if they make the election a popularity contest by voting for their friends, irrespective of how those friends would fit the offices; then they have endangered, if not destroyed, the year's prospects for the group.

Whom will you have for class president? Let's elect the boy or girl who will by his fairness insure good feeling within the class. Let's elect one whose judgment merits the confidence of those who will be called upon to follow his lead. Let's elect one who has the interests of the class at heart and who will be active in promoting those interests.

Let's guard against the candidate who represents some faction with interests not in line with the purpose of the majority of the class. Election of officers by majority vote, and never by plurality vote, will tend to prevent this error.

Let's vote for the candidate who will, in our judgment, serve the interests of the class best, whether he is a personal friend or not. Voting by ballot, and never by acclamation, will make it possible so to vote.

Let's advertise the election. Let's elect by majority vote. Let's vote by ballot.

Let's not be in a hurry. It makes a big difference whom we shall have for president.

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HOW SHALL WE INITIATE THE FRESHMEN?

Most four-year high schools respect the tradition that freshmen should be initiated. Upper-classmen celebrate their own promotion and the entrance of a new class, with some kind of party to "celebrate the freshmen."

Each September every high school gets its quota of shy, embarrassed, unacquainted, unorganized boys and girls—boys and girls who will some time man athletic teams, run the school paper, play in the orchestra, sing in the glee club, **be the school**. Freshmen on entering high school are much alike but with various types of reception into various types of schools they become different. They are largely at the mercy of the group that initiates them into high school life.

In schools a, b, or c, freshman initiation means a party in honor of the new-comers. It is an occasion on which the freshmen of last year and of the two years previous make every effort to usher the new freshman class properly into the spirit of the school. Members of the incoming class are put through trying ordeals only as means of teaching lessons in school loyalty or of developing school spirit. Every feature of the program is selected or designed with the purpose of making the freshman a better member of the student body. Nothing is permitted to interfere with his having a good time. On this occasion when high school is taking on a meaning to him, the freshman is shown high school life at its best.

In schools z, y, or x, freshman initiation is an annual mob gathering at which some form of hazing is the order of the evening. Cheap pranks are played on freshmen, and they are forced to suffer embarrassment, discomfort, or even danger. Pupils of more advanced classes give way to an urge to assert their own superiority by heaping abuse upon freshmen for no better excuse than because such abuse was once heaped upon **them**.

In their manner of receiving freshmen, high schools vary in type all the way from a to z, but the former tends more and more to prevail. Competent leadership, common sense planning, and a growing regard for school spirit and for good will within the

group are coming to the rescue of freshmen generally. They are making good times in high school begin at the beginning.

Competent leadership and careful planning are essential to any successful party. And more especially does that rule apply

to any party which, because of its nature or because of popular ideas associated with it, invites something of a mob spirit. Perhaps no event of the whole school year has more deep seated and lasting effect upon the spirit of the school than has the initiation of the freshmen.

GAMES FOR THE GROUP

For the persons in charge of parties or receptions. Practical suggestions that will help to make the event a success.

SOME SUGGESTIONS FOR AN INITIATION PARTY

You're It—a game to get the guests acquainted.

This is an old game. It is the kind of a game that lives to an old age, because its popularity lasts. It is a great ice breaker for any kind of a party.

To play "You're It," the players form in a circle with someone who has consented to be "it" in the center. If it is a large circle, there should be several "its"—about one to each twenty players. The players in the circle are instructed that each one shall learn the name of the person at his right and be prepared to give that person's name before the one who is "it" can say "You're it. You're it. You're it." If one who is pointed out by "it" is not able to give the name of his right hand neighbor before the one who pointed him out finishes saying "You're it" three times, he must give up his place in the circle to the person who caught him and become "it" himself.

I'll Do My Part—to teach school spirit.

For this game the freshmen are lined up together, and slips are passed to them bearing such instructions as:

- Speak a piece
- Do a stunt
- Tell a story
- Bow very low
- Introduce yourself
- Tell why you are a freshman.

The person in charge will instruct the class as follows: "You will be addressed in turn with this question, 'As a student in——High School, what will you

do?" You will stand and answer "I will do my part." Then you will be asked "What is your part tonight?" You will answer according to the slip you have drawn, and proceed to carry out its instructions.

This initiation feature can be made very interesting and effective. However, it should be noted here that very much depends upon the judgment displayed in making out the slips. Each one should bear instructions that any person can carry out. They should require not special talent.

A Testimony Meeting—to promote school spirit.

Each freshman is called upon in turn to stand and tell one thing he likes about _____ High School. If the crowd is not too large, it is worth while to call upon every member of the whole student body. Such an exercise will, if properly carried out, give an immense stimulus to good will within the student group.

A Group Stunt by the Class

This may be a short play, a pantomime, a shadow picture, or anything else that will lend itself to group presentation. Of course, this part of the program should be announced in time for preparation to be made in advance.

In case of either a group stunt or an individual performance, upper classmen and faculty members should be generous in their praise. Every thrill a freshman gets from such an affair will make him a more enthusiastic member of the student body.

Say "I SAW YOUR AD IN FUN AND FUNDS."

HOW TO SOLVE THE MONEY PROBLEM

For principals, class advisors, and student leaders. This department is planned for the help of those persons upon whom the problem of raising student activity funds rests most heavily.

THE FOOTBALL SEASON TICKET DRIVE

Advertise football. Advertise the team. Advertise the season. Advertise the first game. Advertise through the school assembly, through the town and school papers, by posters and by handbills. Get everybody to think football. Keep in mind that tickets will sell before the first game but that after a possible defeat or two the chance to sell tickets is gone.

Time the drive not more than two days ahead of the first game; one day is better if sufficient sales force is available. Hit hard. Keep the atmosphere full of football. Make it evident that everybody is going. Remember that more tickets sold will result in more sale of single admissions for friends and guests of season ticket holders.

Organize a sales force of attractive girls—girls that are well known and well liked—girls that people like to meet and that people like to please. Use girls with “pep.” Use girls who believe in the cause.

Divide the territory so that the same houses will not be canvassed a second time, but solicit individuals who have not bought, wherever they are found. Mark those who have purchased tickets. A tag that shows a man to be season ticket holder makes him a booster for the sale and saves him the annoyance of being solicited time and again. And too, such a man gets more than the ticket. He gets the publicity, which may be worth more to him than the ticket. His badge tells the world that he supports school enterprises, that he is a booster for the school.

For tagging purchasers in a season ticket drive, small ribbon badges can be made in school colors. They should be made in advance and pinned neatly on large cards for the convenience of the sales force when the drive is on.

LOCAL TALENT LYCEUM TRIANGLE

This is a plan by which each of three neighboring schools can get the door receipts from three plays, or other full evening performances, with the time and labor required for but one.

It calls for a contract binding the three schools somewhat as follows:

The schools will advertise a co-operative local talent lyceum course of three numbers.

Season tickets for the three performances will be sold at a price agreed upon, each school being free to sell as many as can be sold in its territory.

Each school will bear one-third the expense of printing the tickets; each school will keep all money received for tickets it sells.

Each school will give a play, operetta, or other program, first at home as the first number of its course and later at each of the other schools.

The school furnishing the talent will pay all expense of royalty, costumes, and make-up materials.

The school for whom the performance is being given will entertain the visitors that afternoon and evening.

The provision that each school shall take to the other schools a performance which it gives at home first insures quality in its work. The provision that in each instance the visiting school pays for costumes and royalty tends to keep down expense. The entertainment of schools one by another tends to create good will. The provision that the home school keeps all receipts stimulates attendance and tends to make the efforts of the visitors more appreciated.

REFRESHMENT STAND AT FOOTBALL GAMES

Before the game, between halves, and during the game the crowd will want to eat and drink. To permit them so to enjoy themselves means profit to the school.

A refreshment stand convenient to the field should do a good business. Venders going out from the stand to sell to people in cars and on bleachers will accommodate the crowd and increase sales.

If the day is hot, ice cream and cold drinks sell best; if it is cold, hot sandwiches and coffee are in order. Popcorn and candy bars always sell and give practically no danger of loss. The popcorn can be popped as it is needed and allows a big

profit; any candy bars that may be left over will keep.

Ice cream and cold drink dealers usually will sell to schools at a discount and take back what is left, charging for only what is used. Meat shops will sometimes make a like offer on hamburger or frankfurters. Buns usually can not be returned.

Candy bars generally can be bought at a special price from merchants. However, where schools are free to buy direct, candy bars can be bought at wholesale prices from firms that make a business of supplying schools.

A PLAY TOO LITTLE KNOWN

Rarely indeed is it possible to get a non-royalty play that gives general satisfaction. However, such a play is to be had in **BACK TO THE FARM** by Merline Shumway.

"Back to the Farm" is a rural drama. Its theme is clearly carried out in the interests of agricultural education, and it makes its strongest appeal to audiences with agricultural interests. Yet it can be depended upon to please any school play audience. Its plot is fascinating. Its characters are typical, yet they have enough individuality to make them "take." Its action is lively with an abundance of both humor and pathos.

"Back to the Farm" is a play in three acts, using six men and four women. Stage settings and costumes are easy. Copies of the play may be bought at fifteen cents each from the Extension Division of the University of Minnesota, St. Paul, Minnesota.

SUGGESTED FORMS TO BE USED IN KEEPING ACCOUNTS

For the protection of one who is entrusted with school money, every transaction should involve two people. The school executive or student treasurer who is wise will not invite question or suspicion by keeping any knowledge of money matters pertaining to the school to himself alone. He will inspire confidence by handling school business in a business-like way. He will keep records and accounts that can not be questioned.

Suggestions given below offer some prominent points in convenience and safety in checking receipts from school functions.

CASHIER'S STATEMENT

Date_____

Event _____

Checks \$_____

Currency _____

Dollars _____

Halves _____

Quarters _____

Dimes _____

Nickels _____

Pennies _____

Total \$_____

Cashier.

DOOR-KEEPER'S STATEMENT

Date_____

Event _____

Tickets Taken

Adult @_____ \$_____

Child @_____ _____

Total \$_____

Doorkeeper.

These forms should be attached to the deposit slip showing the bank deposit.

Forms identical with those shown above may be purchased in pads of 100 from Fun and Funds at 25c per pad.

RESERVATION FREE

Rain had fallen all day. Mr. Wells had filled his business appointment in Smithville and was ready to leave. The six-o'clock whistle blew just as he pulled in at a filling station to have his tire chains put on. Six miles of dirt road and seven miles of sand road lay between him and the county seat town where he planned to spend the night.

"You'll have to stay in Smithville tonight," advised the attendant. "A wash-out is reported five miles out, and no cars have come through since the middle of the afternoon."

"I suppose that means another rainy night in a small town," said Mr. Wells. "What kind of hotel accommodations do you have here, and what's going on in town that will help to break the monotony of a night like this?"

"We have a good little hotel two blocks down and we have two good restaurants across the street," answered the attendant. "We have a good picture show and the high school is giving a play at the High School Auditorium. You can have a good time here tonight."

Mr. Wells was not very hopeful of having a particularly good time, but there was nothing to do but to stay all night in Smithville. He put his car away at a garage and engaged a room at the hotel. The hotel clerk recommended a particular restaurant. Mr. Wells sought it out and placed his order for dinner.

On his way to the eating place Mr. Wells had noticed that rain had ceased and that a few stars were shining overhead. It appeared that the night might not be a bad one after all for the person who could be content with the pleasures of a nice night in Smithville.

While he was sitting at the table waiting for his order, Mr. Wells was attracted by a large poster on the wall, announcing "Clarence" at the High School Auditorium that night. He had once played the part of the hero in that very play when he was a senior in high school. Here was a chance to enjoy that play again and to enjoy some of the pleasant memories which it would recall.

"Tickets on Sale at the Corner Drug Store" read the poster, and so Mr. Wells, as soon as he had finished his meal, called at the drug store on the corner.

On making known that he wanted a ticket for the high school play, Mr. Wells

was shown a ticket board which lay on a counter well back in the store. It was a large board made in two sections hinged together. It bore several hundred paper clips fastened in place with tacks. The clerk explained that the clips were arranged according to the arrangement of seats in the auditorium and that the only seats left for the night's performance were those corresponding to the clips which held tickets. A glance showed that the best part of the house had been stripped of its tickets indicating that the best seats had been sold. Only a fringe of tickets remained around the edge of the board, with a few scattered single seats left here and there over the main part.

"How much for reserved seats?" asked Mr. Wells.

"No extra charge. All seats are reserved," replied the clerk.

"I'll take this one" said Mr. Wells, picking off a single seat in a good section. "And you might give me a ginger ale, too," he added as he took a place at the soda fountain. There was nearly an hour to wait, for the curtain was to rise at eight o'clock, and Mr. Wells bought a cigar and a newspaper to help pass the time.

Several other ticket customers came in while he was there. He noticed that one lady, after buying two tickets, bought a box of face powder and a powder puff. A boy bought two tickets, then a box of chocolates. It was easy to see why the Corner Drug Store could afford to accommodate the school and the public by handling tickets.

It was exactly seven thirty, Mr. Wells noticed, when a young man, who afterward proved to be the cashier for the evening, came for the ticket board. The ticket board's being taken away suggested that the auditorium was open to the crowd and that Mr. Wells might call and take his seat ahead of the rush.

The High School Auditorium was open and lighted up when Mr. Wells arrived to present his ticket. The cashier was at his window outside the main entrance. Doorkeepers were in their places. Ushers were standing by, ready to handle the crowd as it came.

Mr. Wells was ushered directly to his seat. There a glance at his watch showed that there were still twenty minutes before time for the curtain. A glance about the room showed that not another person was seated. He was the whole audience.

"Surely there will be a crowd" he thought, as he remembered the ticket board as he had seen it a few minutes before. But just then the crowd began coming. First came a family—men, his wife and three

Has the management of school functions here given the patrons of school functions better training? Or has a system providing free reservation of seats given this great improvement over the crowds that

Their conversation indicated that they were farmers who were planning to ship stock together the following day.

Mr. Wells was enjoying himself. The crowd was interesting—partly because it was like school play audiences he had known, but more because it was different from those he had known. But his observation of the crowd was interrupted, for suddenly the footlights flashed on and off. The crowd hushed. It was eight o'clock. Everyone was in his place except one couple who were following their usher down the aisle.

The footlights came on again. The house lights went off. The curtain rose. Everyone's attention was on "Clarence."

As the play proceeded, Mr. Wells recalled the story as he and his classmates had given it. He remembered clearly, too, the audience across the footlights from them. The play as it was being put on by these young people was proving disappointing to him. Surely their acting was not as good as he and his classmates had done.

But he felt differently about the audience. Never had he seen such a crowd at a school play. Here was a capacity house, enthusiastic attention, perfect order—everything, it seemed to him, that could be wanted in an audience. He could not say that about the audiences which he had known in his high school days. Just as he preferred the play as he and his friends had given it, so did he prefer an audience as he saw it here over the one he remembered.

"Why the difference in audiences?" he wondered. "Is it just that times have changed? Is it that this community is essentially different from the one I knew?"

TRICKS AND STUNTS FOR ENTERTAINMENT

To meet the need for "something to do" as entertainment features for parties, programs, carnivals, and student assemblies.

A TRICK OF MAGIC (No. 1)

The performer should introduce this act by announcing from the stage that he will proceed to serve refreshments to some of his friends. Next, he should ask the domestic science teacher, or someone else who has been engaged to act as his accomplice but who will not be suspected as such, to bring him a pitcher of water and several "clean" glasses. The person whom he has selected will retire and bring to the stage a tray bearing a pitcher (enamel or porcelain; not glass or metal) containing a quart of water to which has been added $\frac{1}{4}$ teaspoonful of tannic acid, also six glasses. The glasses may be brought in stacked to make them appear empty, but they have been prepared as follows: one contains 4 drops of tincture of iron; one contains 1 teaspoonful of tincture of iron; one contains $\frac{1}{2}$ teaspoonful of oxalic acid crystals, just covered with water; and three are empty. While engaging in suitable stage patter which he has planned and rehearsed for this occasion, the magician will arrange the six glasses on his table some distance apart but in this order: No. 1 (the glass he will use first) is empty; No. 2 contains 4 drops of tincture of iron; No. 3 contains a half-teaspoonful of oxalic acid; No. 4 is empty; No. 5 contains one teaspoonful of tincture of iron; No. 6 is empty.

The magician now proceeds as follows: He lifts glass number 1, pours it half full, and shows a drink of water "for John Jones"—or someone else in the audience. He sets glass number 1 back in its place, picks up glass number 2, pours it full of "grape juice for Sam Smith," and replaces

it. He starts to fill glass number 3 "for Henry Brown" but stops and holds it up to show the audience that he has run out of "grape juice." He says that he poured Sam too much and that he will divide Sam's glass with Henry. He sets down his pitcher and pours half of glass number 2 into glass number 3. The half-glass of liquid in glass number 2 remains "grape juice"; the half-glass poured from it into glass number 3 is shown to be "water." The magician replaces both glasses, explaining that "Henry refuses to drink grape juice." He takes glass number 4 and pours it half full of water out of the pitcher and places it back on the table, explaining that it is for someone else present. He does the same with glass number five which shows "grape juice" and glass number 6 which shows "water."

The magician then appears confused. His plans evidently have not worked. He wants to "treat everybody alike." He pours the two glasses of "grape juice" back into the pitcher. He pours them both full again and shows both "grape juice." He pours them both back in the pitcher. He pours glass 6 back into the pitcher, too. He fills all three empty glasses and they all show "grape juice." He pours each of the six glasses back into the pitcher so that he "will have grape juice" for all his friends. He pours each of the six glasses again out of the pitcher; they all are shown to be "water." He closes by saying that he knows how disappointed his friends are to have only water and that he will invite them to drink with him again when he has something good to offer.

In pouring into the glasses the hand should be held so as to conceal the liquid as much as possible. The pitcher should be held so that the stream of liquid can not be seen clearly by the audience. The four drugs needed for this trick can be bought in quantities sufficient for four demonstrations for about 25c. The trick should be practiced at least once before an attempt is made to perform it for an audience, but there is nothing about it that is at all difficult. It will prove very effective as an entertainment feature. The changing of "water" to "grape juice" and "grape juice" to "water" will fascinate the crowd throughout the performance and leave everyone completely baffled at the finish.

WHY NOT?

While pupils and teachers are getting acquainted, why not bring parents and teachers together? Must that teacher whom John or Mary quotes or comments upon at home remain only a figurative character to the family? Must the teacher give John and Mary imaginary parents in order to think of them in the home? Perhaps a reception carried out so as to start a pleasant acquaintanceship between parents and teachers would be worth while. It might create good will where good will does a great deal of good.

During the football season evenings are free for practice of plays, operettas and similar entertainment features. After basketball practice begins there will be that persistent danger of interference. Now is the time to plan plays and other school entertainments for the excellent season running through October and early November.

October is the big party month of the year. It comes at the time when friendships made or renewed since the opening of school are at their height. Acquaintances have had time to find one another interesting but have not had time to grow tiresome.

Say "I SAW YOUR AD IN FUN AND FUNDS."

THOSE SCHOOL ACCOUNTS

Have they been balanced? Have they been audited?

WHEN THE DUES ARE DUE

For the sake of the class or club, collect the dues.

For the sake of the sake of the class or club, collect the dues.

Make it someone's business to collect the dues; make it everyone's business to pay the dues WHEN THE DUES ARE DUE.

NOW IS THE TIME

Now is the time to make out a calendar. Allow time for the big events of the year. Failure to get busy now will pile up entertainment features later in the season. October and November are good entertainment months. September is the time to start.

COMEDY CUES AND HINTS OF HUMOR

For the **READER** who enjoys a laugh and who reads jokes for his own amusement.

For the **ENTERTAINER** who needs jokes and other humorous material out of which to produce comedy acts.

For the **SPEAKER** who in conversation or public address would liven up his remarks with humorous illustrations.

"You mustn't ask so many questions, Junior. Don't you know that curiosity once killed a cat?"

"Why? What did the cat want to know?"

"I'm a little stiff from golf," remarked the commercial traveller, affably, as he eased himself into a chair.

"I just got through explaining to a big stiff from Chicago that I did not have time to see him," snapped the tired superintendent.

Business Man—"Yes, I advertised for a boy. You look to be about what I need. Do you smoke?"

Applicant—"No, thanks, but I'll take an ice cream soda if you don't mind."

Teacher—"William, how many seasons are there?"

William—"Three."

Teacher—"Only three? What are they?"

William—"Football, basketball, and baseball."

Lawyer: (after having successfully defended a negro charged with stealing chickens) "Look here, Rastus. It's all over now and you are a free man, and now I want to know the truth. Did you steal those chickens?"

Rastus: "Well, boss, I done no. I jes' done no. Since I herd dat speech you made up dar befor' dat jury, I done no if I stole dem chickens or not."

Mr. Lookey was passing the state hospital for the insane. Out on the hospital lawn but just inside the high wire enclosure, he noticed a man sitting on a box and fishing with a hook and line in a bucket of water.

"Caught anything?" asked Mr. Lookey, perceiving a fit setting for an incident that he would enjoy relating to the boys.

"You make eight this afternoon," replied the patient.

"John, will you tell me what electricity is?" asked the physics instructor.

"I did know, but I have forgotten," replied John, after a moment's hesitation.

"How unfortunate!" exclaimed the instructor. "Only one man ever knew what electricity is and he has forgotten."

It is interesting to notice
Body parts in their relation,
When one part begins to falter
How its mate makes compensation.

When one ear gives way to deafness
And its messages grow mute,
Then the other ear, you'll notice,
Gives one hearing more acute.

If an eye, by chance, gets weaker,
Then its mate at once is stronger;
When a leg by chance, gets shorter,
Then the other leg is longer.

Geography was proving very hard for Edith. She did not like it and was convinced that she could not get it. Her teacher had tried in several ways to interest her and to encourage her, but with no success. Edith's report card showed fair work in other subjects but failure or barely passing work in geography.

Finally her teacher, as a last resort, sent a note to Edith's mother asking for co-operation at home in a special effort to improve the girl's work in geography.

The next morning Edith showed no evidence of having more interest in her geography or of having put forth more effort on that subject. Neither did she bring a reply to the note. And so the teacher kept her a moment after the regular time for dismissal and asked what her mother had said after receiving the note.

"Well, I'll tell you what she said," replied Edith. She said that she wanted me to get enough in geography to pass but that was plenty. She said that she was never able to get geography but that she's married, and that her sister, my Aunt Emma, could never get geography and she's been married twice. She said, too, that you might know lots of geography but that you're not married and probably never will be. So there."

All the light some people have is like that of the fire-fly. It shows them only where they have been, not where they are going.

Professor Proovit was scheduled for an address on the subject **Three Reasons Why the World Is Growing Worse**. Old A. K. Krabmore read the poster over and over again. The title appealed to him. The admission charge was twenty five cents, but the lecture ought to be worth it. Yes, Old A. K. was going to brush up on his favorite subject. He bought himself a ticket for a seat on the front row. The ticket read "THREE REASONS WHY THE WORLD IS GROWING WORSE" ADMIT ONE.

"Omnis Gallia in partes tres divisa est" reads the Caesar text. "All Gaul is divided into three parts" says the translation. "Our Latin teacher has all three of them" thinks the student.

Freshmen stood on the burning deck;
But as far as I could learn,
They stood in perfect safety.
They were too green to burn.

What are the three R's?
Rah! Rah! Rah!

Did it ever occur to you that great men are generally contented to appear to be just ordinary people? Well, it's a fact. The Wright brothers invented the air plane without getting up in the air over it.

Thomas A. Edison invented the incandescent lamp but he just made light of it. And then there was Luther Burbank. He took the thorns off the blackberry and the spines off the cactus without getting stuck up.

A father whose son was inclined to be indifferent toward his school work decided to try to get the boy interested by placing an extra incentive on the side of school work. He told the boy that if he passed in all his subjects he would receive a five dollar bill.

Nothing more was said about the matter of the money until at the end of the month the boy came home with his report card. He went directly to his father and asked, "Did you say that you would give me a five dollar bill if I passed in all my work this month?" The father admitted that he had made such a promise. "Well," the boy went on, "I just came to tell you that you are not going to be put to that expense."

"I am very slow at using a typewriter."
"Do you use the Hunt and Peck method?"

"No, I type by a slower method than that. I use the Columbus system."

"What is the Columbus system? I have never heard of it before."

"It is a method by which, after you have decided what letter you want to use, you discover it and then land on it."

Be it ever so homely,
There's no face like my own.

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